

UTAH STATE OFFICE OF EDUCATION  
**ENTRY YEARS ENHANCEMENT PROGRAM STANDARDS**

## Introduction

The Entry Years Enhancement (EYE), a structured support and enhancement program for Level 1 teachers, provides the new teacher with school, district and state support for a three-year period. The goal of the EYE is to encourage Level 1 teachers to develop successful teaching skills and strategies to support school improvement plans and to meet student achievement goals.

The following program standards, based on research of best practices, are required under the EYE Rule 277-522-2. The program standards have been developed by school districts and USOE to establish a framework to gather data on the implementation of mentoring and induction programs.

### Program Standard 1: Administration and Leadership

**The school district/site administrator demonstrates a commitment to mentoring new teachers and teacher induction.**

Program elements for Standard 1:

1(a) The district assigns qualified personnel designated to lead and coordinate the district program.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

1(b) The district establishes a representative administrative leadership team involving key stakeholders which may include curriculum, professional development, special education, career and technical education and teacher associations. The team is knowledgeable about the state core curriculum standards and performance levels for students, pre-service teacher preparation programs, induction, and ongoing professional development.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

1(c) The district induction program personnel collaborate with teacher preparation faculty, human resource directors and the teacher association representatives in advising new teachers on the induction program and professional licensing requirements.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

1(d) The district program establishes a process in coordination with human resource personnel for documenting and reporting completion of EYE requirements to the Utah State Office of Education.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

1(e) The district is required to set up criteria and the process for mentor selection. The district provides appropriate assignments, structure and support and for Level 1 teachers to work with a mentor(s).

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

1(f) The district provides a professional development program for site administrators. The components of this professional development should include the following:

- *Providing an overview of the EYE Program*
- *Training on how to use Utah Level 1 Teacher Standards Development Continuum (based on INTASC Standards)*
- *Fostering optimal working conditions for new teacher success including academic, extra curricular, room and committee assignments*
- *Understanding the role of mentors in the induction process*
- *Respecting the confidentiality between the mentor and Level 1 teacher*
- *Utilizing formative assessment and summative evaluation to enhance professional development and to improve teacher practices including the use of teacher portfolios*
- *Supporting teachers in preparing and completing the Principles of Learning and Teaching Test (Praxis II)*

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
<b>Comments:</b>			

1(g) District and/or school site administrators provide the structure to create a positive climate for the mentor and Level 1 teachers to collaboratively work together including the following:

- *Conducting an initial orientation for Level 1 teachers.*
- *Focusing Level 1 teachers on state core curriculum content standards and performance levels for students*
- *Ensuring that site-level induction and mentoring activities occur on a consistent basis*
- *Participating in district evaluation of mentoring and induction program*

Other best practices may include collaborations skills, needs of adult learners, school improvement planning

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
<b>Comments:</b>			

1(h) District/site administrators are responsible for the summative evaluation of Level 1 teachers which would include the following requirements:

- *Work with a trained mentor for three years.*
- *Achieve a score of 160 or higher on the Praxis II-Principles of Learning and Teaching Test (#0522, #0523, or #0524) in their area of educational preparation and assignment.*
- *Successfully satisfy district evaluation for three years.*
- *Complete a portfolio review*

Upon successful completion of the requirements, the district will recommend the Level 1 teachers to the State Board of Education for a five-year, Level 2 Utah Professional Educator License.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

## **Program Standard 2: Mentor Selection, Role and Training**

**Mentors are selected, trained, and assigned to new teachers using a fair, timely, well-articulated process.**

### **Program elements for Standard 2:**

2(a) The district/site administrator selects mentors for Level 1 teachers using the following criteria:

- *Holds a Level 2 or Level 3 Utah Professional Educator's license*
- *Preferably teaches in the same school and has adequate released time to provide support*
- *Teaches in the same content area/grade level (if possible)*
- *Participates in on-going mentor professional development*

Knowledge and skills of mentor should include the following:

- *Effective interpersonal and communication skills.*
- *Curriculum design based on core curriculum standards/objectives*
- *Effective classroom management and procedures in a positive classroom atmosphere*
- *Differentiated instruction*
- *Data driven instruction*
- *Instructional technology*
- *Reflection on practice as a tool for professional growth*

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

2(b) The EYE requires quality training for the mentor which includes the following:

1. Foundations of Mentoring
  - *Identifies roles of mentors, Level 1 teachers, and administrators*
  - *Recognizes phases of new teacher development*
  - *Develops mentor skills*
2. Utah Level 1 Teacher Standards or district standards based on INTASC
  - *Standard One: Creating and maintaining a positive classroom environment*
  - *Standard Two: Planning curriculum and designing instruction*
  - *Standard Three: Engaging and supporting all students in learning*
  - *Standard Four: Assessing student learning*
  - *Standard Five: Reflecting on practice*
  - *Standard Six: Demonstrating professionalism*
3. Core Curriculum Design
  - Uses Utah State Core Curriculum Standards
  - Develops enduring understandings and essential questions
  - Assesses student performance
  - Implements learning strategies
4. Human Dynamics
  - Recognizes differences in people
  - Uses adult learning theories
  - Meets the needs of Level 1 teachers
  - Develops interpersonal skills
5. Collaborative Peer Coaching Model (includes mentor and Level 1 teacher)
  - Observation Conferences
    - Select a focus for observation
    - Guide Level 1 teachers to set observation agenda
    - Use effective communication skills
  - Observation/Gathering Data
    - Develop a repertoire of tools for gathering data
    - Prepare data that will assist the Level 1 teachers
    - Create a strategic plan based on data
  - Analysis of Student Work
    - Set specific criteria for assignment
    - Sort student work for analysis with a rubric
    - Find strengths and deficiencies to inform instruction
  - Reflective Conferences
    - Look at data from class observations or student work
    - Set instructional goals with data in mind
    - Reflect on teacher progress

### Collegial Conferences

- Share strategies with colleagues
- Provide instructional options
- Expand the Level 1 teacher's community

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

### 2(c) Roles and responsibilities of mentors

(based on the INTASC Standards and the EYE Policy)

1. Guide teachers to meet the procedural policies and demands of the school and district
  - Introduce teachers to the formal and informal operations of the school and school system
  - Orient teachers to the culture of the community
  - Provide communication strategies for teachers working with principals, faculty and staff, and parents
2. Provide moral and emotional support
  - Create a supportive environment for addressing issues facing the teachers
  - Model empathy, caring, adaptability, and enthusiasm about teaching and learning
  - Demonstrate a positive influence on good morale within the school
3. Help the teachers explore new ideas
  - Challenge the teachers to do their best
  - Encourage teachers to pursue professional development opportunities
  - Support teachers in constructing a professional portfolio which demonstrates standard-based practices
4. Arrange opportunities for the Level 1 teachers to observe colleagues who use best practices.
  - Assist teachers in identifying exemplary teachers
  - Arrange opportunities for observation
5. Share knowledge and expertise about planning strategies, curriculum development, teaching methods, and new materials
  - Assist teachers in understanding district and state core curricula
  - Support teachers in using data driven instruction including formative and summative assessments
  - Provide ideas for academic instructional unit planning
  - Demonstrate appropriate strategies and teaching techniques
  - Utilize technology for teaching and student learning

6. **Assist teachers with classroom management and procedures**
  - Acquaint teachers with district and school discipline policies
  - Provide classroom management and ideas for prevention, motivation and intervention
  - Model appropriate techniques for monitoring and correcting student behavior
  - Demonstrate appropriate techniques for helping students monitor their own behavior
7. **Help teachers understand student diversity**
  - Believe that all children can learn
  - Identify the learning needs of all students, especially those students at risk, with special needs, and from diverse cultural and linguistic backgrounds
8. **Engage teachers in self-assessment and reflection**
  - Understand district teacher assessment policies and procedures
  - Self-assess and reflect on their own practice
  - Set high, but realistic professional goals

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
<b>Comments:</b>			

### Program Standard 3: Induction Program Design (3 years)

The district induction program incorporates a purposeful and sequenced structure of preparation for Level 1 teachers.

#### Program Elements for Standard 3:

3(a) The district induction program is based on research, best practices, and these guiding principles:

- *Teacher induction is important for all Level 1 teachers.*
- *Level 1 teachers benefit from opportunities to collaborate with veteran teachers.*
- *The needs of Level 1 teachers are different from those of veteran teachers.*
- *Level 1 teacher support and assistance must meet assessed needs of the individual teacher.*
- *The relationship between the Level 1 teacher and the mentor is key to the success of the induction program.*
- *Professional dispositions are established during the first few years of teaching.*
- *Teacher development is ongoing over a professional lifetime.*
- *Veteran teachers improve their skills from working with new colleagues.*

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

3(b) The district program goals articulate a clear understanding of teacher induction and are responsive to local needs, including educational priorities and goals for student learning.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

3(c) The district induction program implements professional development based on the Utah Professional Development guidelines. (attached)

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			



3(d) The district program design includes a plan for advising Level 1 teachers and providing formative feedback toward the completion of the EYE requirements for a Level 2 License.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
<b>Comments:</b>			

3(e) The district program design provides professional development opportunities for Level 1 teachers to demonstrate knowledge and understanding of Utah Teacher Standards, and application of state core curriculum standards to enhance performance levels of students.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
<b>Comments:</b>			

3(f) The district program design includes a plan for Level 1 teachers to learn and apply principles, concepts and pedagogical practices for meeting the learning needs of all students including at risk English learners/special education, and diverse populations. District program prepares teachers in the mastery of the state core curriculum for supporting equity and diversity, creating a healthy environment for student learning, and using computer technology to support student learning.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
<b>Comments:</b>			

**Program Standard 4: Assessment/Evaluation Systems for Level Teachers**  
**The district's assessment/evaluation process guides and informs Level 1 teachers about their own professional growth and provides documentation for USOE on individual teacher completion of the EYE Program.**

Program Elements for Standard 4:

4(a) The district program uses an assessment/evaluation system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding and application of the EYE program requirement which include:

- Working with a trained mentor for three years.
- Achieving a score of 160 or higher on the Praxis II—*Principles of Learning and Teaching* testing their area of educational preparation and assignment.
- Successfully satisfying district evaluation for three years.
- Completing a professional portfolio review.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

4(b) The district develops a framework for the professional portfolio. Teacher professional portfolios are reviewed by the employing district the second year of teaching. Portfolios should:

- Be based upon INTASC standards.
- Include teaching artifacts.
- Include notations explaining the artifacts.
- Include a section of reflection on teaching.
- Be a vehicle for collaboration with mentor.
- Provide evidence of professional growth
- Provide evidence of content knowledge and pedagogy.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

4(c) Formative assessment results are used to guide professional development and are not for the purpose of teacher evaluation or employment decisions.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

4(d) The school district will have established a summative evaluation process for Level 1 teachers. Teachers will be observed and evaluated by a school administrator at least twice a year for a three year period.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

4(e) EYE requirements include documentation of the following components by the school district and upon successful completion of the requirements, the district will recommend the Level 1 teacher to the State Board of Education for a five-year, Level 2 Utah Professional Educator License.

- Working with a trained mentor for three years.
- Achieving a score of 160 or higher on the Praxis II—Principles of Learning and Teaching test (#0522, #0523, #0524) in their area of educational preparation and assignment (scores reported by Education Testing Services to USOE, posted on Cactus).
- Successfully satisfy district evaluation for three years.
- Complete a portfolio review

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

## Program Standard 5: Ongoing Program Evaluation and Reflection

The district conducts an annual evaluation of the EYE program and provides documentation to USOE.

### Program elements for Standard 5:

5(a) The district uses the USOE data collection instruments in addition to instruments tailored to specific district needs. Instruments are designed to answer the following research questions:

- *How do the Eye program components impact Level 1 teacher retention in the first 3 years? (length of time/reasons for leaving)*
- *How do the EYE program components impact student achievement in the classroom of new teachers?*
- *To what extent do Level 1 teachers feel effective? (What are the factors?)*
- *To what extent do mentors feel effective? (What are the factors?)*
- *To what extent does our program meet the state standards? (use program narrative form)*

Types of instruments:

- Data (student achievement, length of time)
- Survey (teachers, mentors)
- Exit Interview

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

5(b) The district has a process for compiling and reporting the data to USOE annually for statewide synthesis.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

5(c) The district uses the data collected to formatively evaluate, develop and refine the program.

1	2	3	4
Not Implementing	Partially Implementing	Mostly Implementing	Fully Implementing
Comments:			

**Rule 277-522-2 Entry Years Enhancement (EYE) for Quality Teaching – Level 1 Utah Teachers. Authority and Purpose. (excerpt of rule)**

- A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of the public school system under the Board; by Section 53A-9-103(5) which directs career ladder programs to include a program of evaluation and mentoring for beginning teachers designed to assist those beginning teachers in developing the skills required of capable teachers; Section 53A-6-102(a)(iii) which finds that the implementation of progressive strategies regarding induction, professional development and evaluation are essential in creating successful teachers; Section 53A-6-106 which directs the Board to establish a rule for the training and experience required of license applicants for teaching; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.
- B. The purpose of this rule is to outline entry years enhancement of professional and emotional support for Level 1 teachers during their first three years of teaching to include mentoring, testing, assessment/evaluation, and developing a professional portfolio. The purpose of these enhancements is to develop in Level 1 teachers successful teaching skills and strategies with assistance from experienced colleagues.